Alex Chertok

**Question 1: What are the key characteristics of authentic assessment?**

Authentic assessment is, in my opinion, driven by a focus on the student as an individual. Past performance must be considered, active learning encouraged, and the assessment is best if it connects directly to the student’s life. Authentic assessments also involve multiple drafts with plenty of feedback, and a focus on higher-order thinking. An example of an authentic assessment might be a reenactment of a scene from a play, perhaps from a different perspective than the original.

**Question 2: How do authentic assessments and traditional tests differ?**

Traditional tests emphasize the lower levels of Bloom’s taxonomy, and tend to place information in a vacuum. Authentic assessments always focus on higher-order thinking and, as prescribed by John Dewey, emphasize the real world practicality of the skills being assessed. The students know why they are learning something.

**Question 3: Choose an example of an authentic assessment you find online that is appropriate to the subject and grade level you are observing or preparing to teach. Include the title and URL of the assessment. Evaluate the degree to which the assessment incorporates the six criteria of authentic assessment listed above.**

<http://jfmueller.faculty.noctrl.edu/toolbox/examples/examples_tasks_english.htm>

“You have had a lot of experience with satire over the course of your year in IH. From Mark Twain to Kurt Vonnegut, Ken Kesey to The Onion, you’ve seen firsthand the forms and functions of the powerful literary technique that is satire. In addition, as a class we have listed “satirizable” elements of our world today. Now it is time to put your knowledge into practice.

Your task is to write a 3-4 page satiric piece that examines either a political, cultural, or social phenomena. Don’t let the sound of that scare you; consider Dave Barry’s article on SUVs (cultural), the *Onion* article on teenagers, and “hanging out” (social). You may choose to use an article form like *The Onion*, the satiric newspaper, or model it after Barry’s SUV piece.”

1. This assessment requires active learning because the student must choose a phenomena to satirize that is appropriate, and must then actually create a piece of satire.
2. This assignment offers multiple opportunities to arrive at a conclusion because students select their own topic.
3. A student who effectively writes a piece of satire must, without a doubt, understand what satire is and how it functions.
4. Because satire is always written to a specific audience, communication is an integral aspect of this assignment.
5. While the product created is not pushed outside of the classroom, it easily could be. Further, students read several newspapers in preparation for the assignment, and so are forced to somewhat connect with a community.
6. The included rubric is very specific.

Investigating Digital Portfolios

**Question 4: Examine the diagram, Balancing the Two Faces of E-Portfolios. What are the two types of ePortfolios?**

There are two types of eportfolios: Showcase and Workspace. Showcase portfolios are a culminating project that is designed to display a student’s competency. Workspace portfolios are used to track progress overtime and to allow for student reflection.

**Question 5: How are the two types of portfolios created?**

A Workspaces portfolio is created over time as a student gathers information and sorts through different ideas. The student’s process of learning is highlighted. A Showcase portfolio is created after a student’s ideas have solidified, and highlights the student’s ability to produce a final product.

**Question 6: In what ways are the two portfolios similar?**

With both of these portfolios, the emphasis is on a student’s individual performance. While they are used at different points of the learning process, each invites a lot of reflection and constructive feedback, and does a good job of illustrating change over time.